

Big6 by the Month

**Delivering Essential Information
Literacy Learning to All Students**

**March
Synthesis**



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The Team!



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Agenda

- 1) Brief review of *Big6™ by the Month*
- 2) **Defined:** *Synthesis* Power Objectives
- 3) **Predictable:** Lesson Ideas
- 4) **Measured:** Assessment
- 5) **Reported:** Options for each target audience



Big6™ by the Month

Comprehensive information literacy
that is:

- ✓ Defined
- ✓ Predictable
- ✓ Measured
- ✓ Reported

Implementing Big6™ by the Month

DEFINED: For each month, determine 2-4-8 *power Grade Level Objectives* based on the designated *Big6/Super3* stages.

PREDICTABLE: adopt, and adapt the *Big6 by the Month* schedule to your own school setting and calendar.

For each month, link to classroom/subject areas:
if available, use existing curriculum or curriculum mapping info.
if necessary, conduct *Assignment Mapping*.

For each week, develop instructional lessons based on *Grade Level Objectives* linked to *classroom assignments*.


MEASURED: For each month, develop *Big6/Super3 Assessment* (approach, evidence, criteria) based on *Grade Level Objectives* and linked to classroom assignments.

REPORTED: Determine audience and means of *reporting* to that audience; document and communicate performance.

Feedback from Survey

How do you identify major assignments by classroom/teacher? Rate how successful you are at identifying major assignments, then tell why in the comment box.

1 = Little success , 2 = Some success , 3 = Successful , 4 = Very successful , 5 = Completely successful






1	2	3	4	5	Number of Responses	Rating Score*
					27	2.0

TO DO: Improve integration with major assignments –






- ✓ I.S.S. – classroom teachers, personal knowledge, students, curriculum map, _____ ??
- ✓ L & A – short “flash” survey, 5 min at faculty meeting, f2f (teachers or students)
- ✓ Create an assignment map/spreadsheet – include school-wide exams
- ✓ Share back with the faculty and staff

Feedback from Survey

What roadblocks, if any, have you encountered? Check any that apply and explain in the comments.

Answer	0%	100%	Number of Responses	Response Ratio
buy-in / participation			11	35.4%
time			21	67.7%
turf			1	3.2%
no roadblocks			3	9.6%
Other			9	29.0%
Totals			31	100%

What opportunities or boosts have you encountered?

Answer	0%	100%	Number of Responses	Response Ratio
buy-in / participation			12	40.0%
team effort			7	23.3%
Common Core tie-in			13	43.3%
none			5	16.6%
Other			3	10.0%
Totals			30	100%



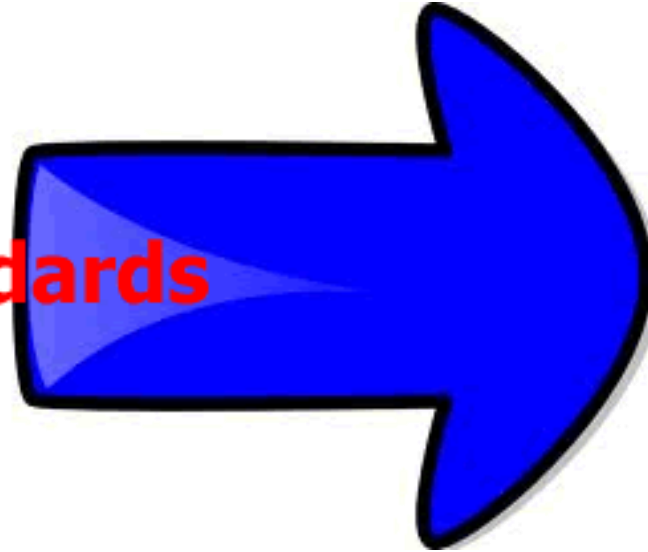
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Standards



**Grade
Level
Objectives**



✓ What standards require
Synthesis skills?



Synthesis

ICT Literacy Standards

AASL	<p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>
ACRL	<p>3.3 synthesizes main ideas to construct new concepts.</p> <p>4.1 applies new and prior information to the planning and creation of a particular product or performance.</p> <p>4.3 communicates the product or performance effectively to others.</p>
ISTE NETS	<p>2a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.</p> <p>2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>

Big6 by the Month (2013). Compiled by Janet Murray from "AASL Standards for the 21st-Century Learner." © 2007. American Association of School Librarians. <<http://www.ala.org/aasl/standards>>;

"Information Literacy Competency Standards for Higher Education." © 2000. Association of College and Research Libraries.

<<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>>; and

ISTE. *National Educational Technology Standards (NETS-S) for Students*. The Big6 is © Michael B. Eisenberg and Robert E. Berkowitz. Big6 Associates, LLC. www.big6.com



Synthesis

5.1 Organize information.

Related Common Core Standards	
Reading	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence .
Reading: Informational Text	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Reading: Science & Technical Subjects	9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Writing	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Mathematical Practices	1. Make sense of problems and persevere in solving them: ... explain correspondences between equations, verbal descriptions, tables, and graphs



Synthesis

5.2 Present the information.

Related Common Core Standards

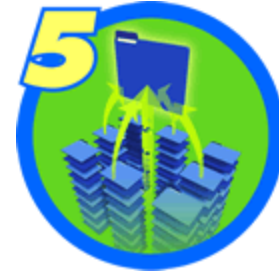
Reading	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Reading: Informational Text	7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Writing	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Speaking & Listening	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose , and audience .
Mathematical Practices	<p>3. Construct viable arguments: ... justify conclusions</p> <p>6. Attend to precision: ... communicate precisely to others</p>

Big6 by the Month (2012). Compiled by Janet Murray and Colet Bartow from The Common Core State Standards Initiative corestandards.org.

"Big6™ Skills Aligned with Common Core Standards" http://janetsinfo.com/Big6_CCSSIStdts.htm

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Synthesis



Look at ***your*** state's content standards:

<http://www.educationworld.com/standards/state/index.shtml>

and/or the Common Core corestandards.org

Can you find standards related to synthesis?

5.1 Organize from multiple sources.

5.2 Present the information.

✓ What learning expectations develop **Synthesis** skills?

Month: March Big6 Stage: Synthesis

Grade Level Objectives	Grades						
	Cross-Grade Objective	K	1	2	3	4	5
	2.5 Organize information to solve problems	A. Sequence information	A. Sequence and sort information	A. Organize information	A. Organize information	A. Organize and select relevant information	A. Transfer information into a prescribed format to accomplish task
	2.6 Create a product that presents findings	A. Design original work following established guidelines	A. Design original work following established guidelines	A. Design original work following established guidelines	A. Design original work following established guidelines	A. Design original work following established guidelines	A. Identify audience B. Construct an original product that meets task criteria
	4.2 Identify the owner of ideas and information – cite sources	C. Credit sources	C. Credit sources	B. Credit sources	B. Cite sources	B. Credit sources	C. Credit the intellectual property of others

Big6 by the Month (2013). Extracted from Essential Learning Expectations for Information Literacy
www.opi.mt.gov/pdf/Standards/10FebELE_LibMedia.xls The Big6 is © Michael B. Eisenberg and Robert E. Berkowitz. Big6 Associates, LLC. www.big6.com

Month: March Big6 Stage: Synthesis

Grade Level Objectives	Grades					
	Cross-Grade Objective	6	7	8	9-10	11-12
	2.5 BM 8 Organize and manage information	A. Transfer information into a prescribed format to accomplish task	A. Arrange information into a format to accomplish task	A. Arrange information into a format to accomplish task	A. Sort and categorize gathered information	A. Sort and categorize gathered information
					B. Review and refine the gathered information	B. Review and refine the gathered information
	2.6 Create a product that presents findings - audience	A. Identify audience B. Construct an original product that meets task criteria	A. Construct a product that meets task criteria and is audience appropriate	A. Design and create an original product appropriate to task criteria and audience	A. Choose the appropriate medium for presentation based on audience	A. Choose the appropriate medium for presentation based on audience
	2.6 Create a product that presents findings - format	C. Present final product in assigned format	B. Present final product in appropriate format	B. Present final product in appropriate format	B. Create original product	B. Create original product
					D. Present and defend the product	D. Present and defend the product
	4.2 BM 8 Appropriately credits ideas and works of others	C. Credit the intellectual property of others	C. Credit the intellectual property of others	D. Credit the intellectual property of others	D. Credit the intellectual property of others	D. Credit the intellectual property of others

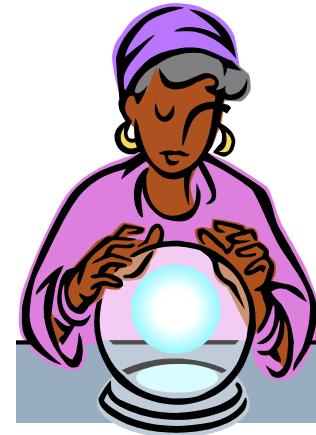
Big6 by the Month (2013). Extracted from Essential Learning Expectations for Information Literacy
www.opi.mt.gov/pdf/Standards/10FebELE_LibMedia.xls The Big6 is © Michael B. Eisenberg and Robert E. Berkowitz. Big6 Associates, LLC.
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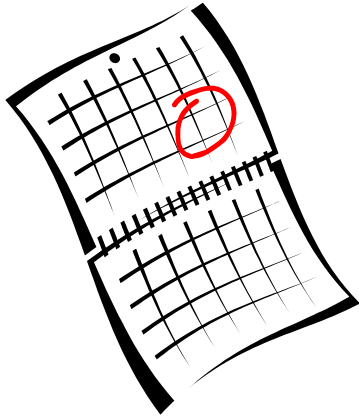
Big6™ by the Month



Comprehensive information literacy that is:

- ✓ Defined
- ✓ ***Predictable***
- ✓ Measured
- ✓ Reported





Big6™ by the Month **2012-2013**



Sept: Overview of the
process

Oct: Task Definition

Nov: Info Seeking
Strategies

Dec: Location &
Access

Jan: Use of Info

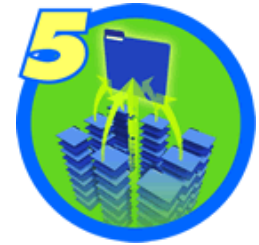
Feb: Revisit and
Reflect

Mar: Synthesis

Apr: Evaluation

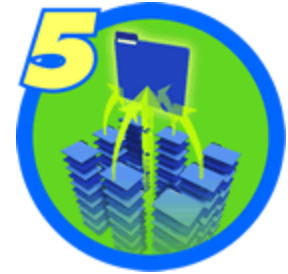
May: Culminating
Activities

Synthesis



Lesson Ideas

Synthesis



5.1 **Organize** information

- Sort PowerPoint notes
- Use graphic organizers

5.2 **Present** the information

- Consider audience & purpose, then choose from a variety of formats
- Fight Plagiarism
 - ✓ Cite sources – in context and culminating
 - ✓ Create a “culture of citing”

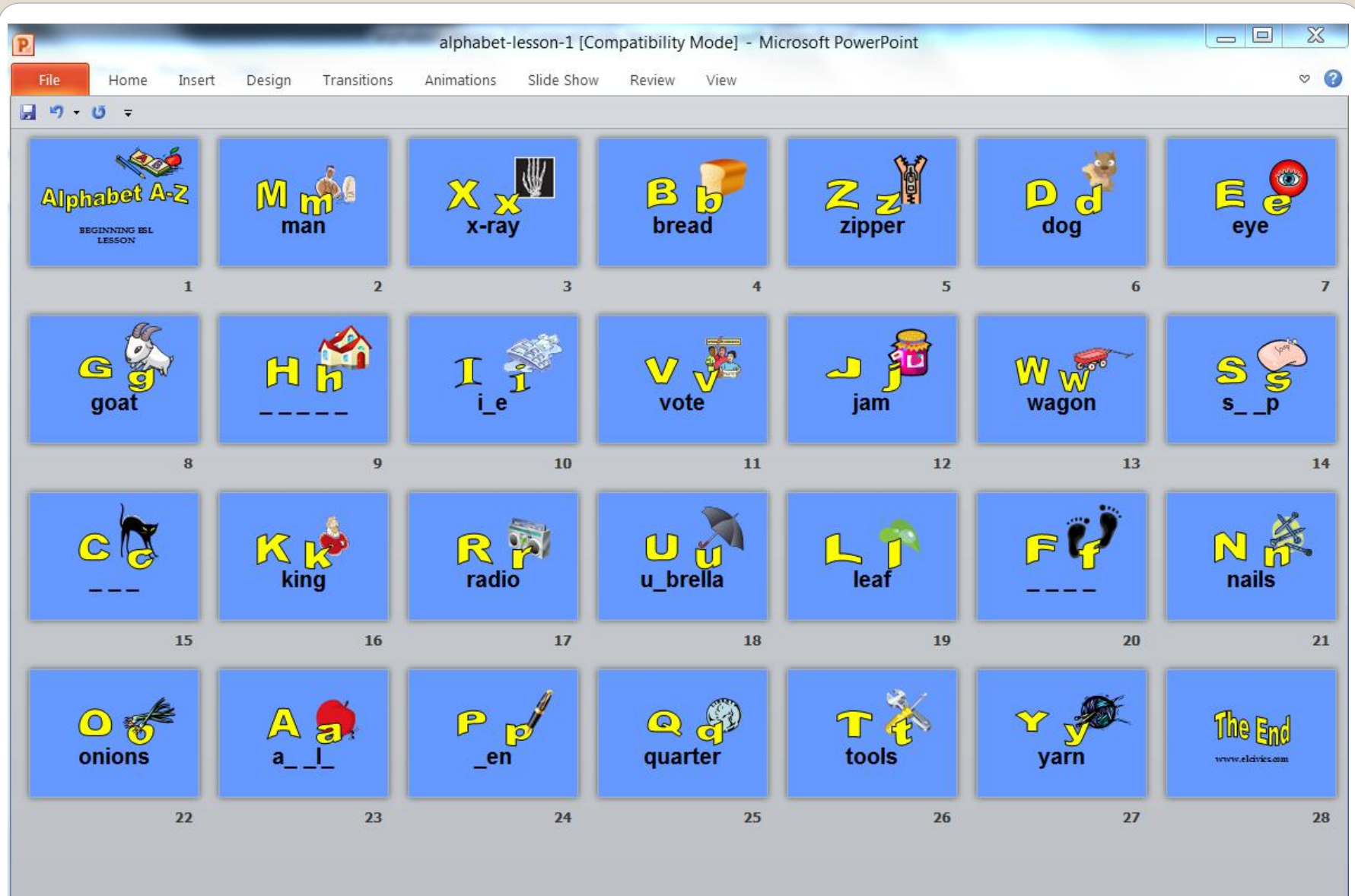


Organize information

Use PowerPoint – to organize!

“Students can reorder the notes to prepare an outline, sort information to match the outline ...PowerPoint technology is a smart and efficient way to take notes.”

Mike Eisenberg



Christina Niven (2009) Alphabet Lesson. www.freeclubweb.com/powerpoints/languagearts/abc.html



Christina Niven (2009) Alphabet Lesson. www.freeclubweb.com/powerpoints/languagearts/abc.html



Organize information

Use graphic organizers

Concept Maps www.SmartDraw.com

Make Easy Concept Maps See Examples. Free Download!

Blank Maps For Teachers www.webcrawler.com

Find more sources/options for what your looking for

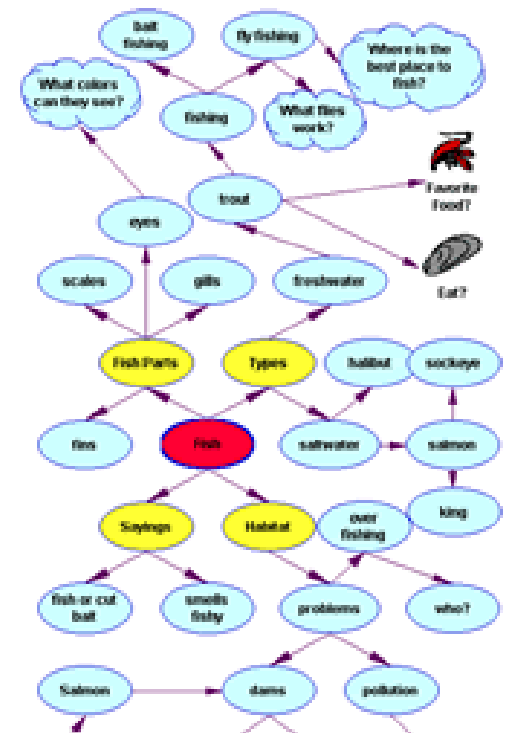
Guide ELL Instruction CTB.com/LASLinks

with LAS Links Instructional Guidance lesson plans from CTB.

Kidspiration www.inspiration.com/kidspiration

K-5 visual learning tool organize & diagram ideas

<http://www.graphic.org/goindex.html>





Present the information



FORMS OF REPRESENTATION

TECHNOLOGY	DRAMATIC	THREE-DIMENSIONAL	VISUAL	VERBAL	GRAPHIC ORGANIZER
Multimedia presentations	Role play	Sculpture	Drawing	Interview	Concept map
Slide show	Tableau	Construction	Cartoon	Speech	Storyboard
Newscast	Play	Display	Diagram	Debate	Outline
Computer graphic	Dramatization	Diorama	Painting	Discussion	T chart
Video	Skit	Collage	Poster	Oral presentation	KWL chart
Audiotape	.	Collection	Photograph	Poetry reading	Venn Diagram
Commercials	.	Scrapbook	Postcard	Teach a lesson	Note taking
Filmstrip	.	Game	Map	Dialogue	Chart
.	.	Model	Design	Song	Time line

<http://www.kn.pacbell.com/wired/21stcent/representation.html> (no longer available)



Present the information

Fighting Plagiarism: Create a Culture of Citing

- ✓ Model citing in teaching and presenting.
- ✓ Show “bad” examples – exaggerate plagiarism.
- ✓ Have students cite sources all the time.
 - Expect citing in class discussions as well.
 - Do not accept work without citing.
- ✓ Focus on citations in context more than bibliographies.
- ✓ Require “annotated” bibliographies – with annotations of “why” students selected a particular source as well as their “credibility” analysis of the source.



Present the information

Low Probability of Plagiarism Projects

- LPP research projects give students choices.
- LPP projects stress higher level thinking skills and creativity.
- LPP projects can be complex, but are broken into manageable steps.
- LPP projects allow the learner to reflect, revisit, revise, and improve their final projects.

Doug Johnson



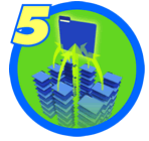
Big6™ by the Month

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✓ *Measured*



Synthesis

5.1 Organize from multiple sources.

5.2 Present the information.

Criteria

- ✓ Completeness
- ✓ Quality

Evidence

- ✓ Self assessments
- ✓ Checklists
- ✓ Check-log
- ✓ Rubric

Clear Learning Objective + Criteria + Evidence = Student Success

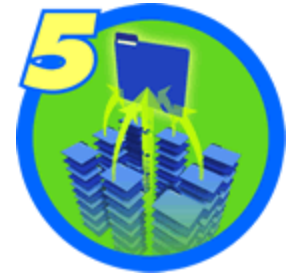
What Will We Measure?





Sample Template (UbD Model)

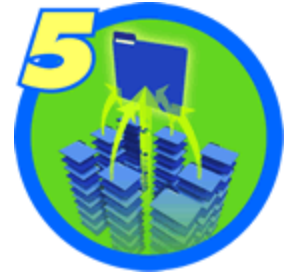
Unit Plan		
Desired Results	Big6™ Stage 5 - Synthesis	Content Standards
	Enduring Understandings	Essential Questions
Assessment Evidence	Performance Tasks	Content Assessment
	Information Skills Assessment/Performance Rubric	Evidence
Learning Plan	Lesson Progression	Materials and Resources
	Web sites/Reference	Other Details



Synthesis - 5.1 Organize from multiple sources.

Performance Rubric

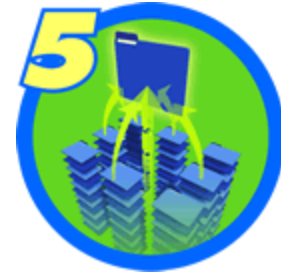
Criteria 9-10 Gr.	Novice	Nearing Proficiency	Proficient	Advanced
organize and manage information from a wide variety of sources to solve the problem	a. inaccurately sort and categorize gathered information b. infrequently review and refine the gathered information	a. sort and categorize gathered information with some accuracy b. sometimes review and refine the gathered information	a. accurately sort and categorize gathered information b. review and refine the gathered information	a. sort, categorize, and prioritize gathered information b. continually review and refine the gathered information

✓ **Measured**

Synthesis - 5.1 Organize from multiple sources.

Formative Assessment: Student-generated evidence

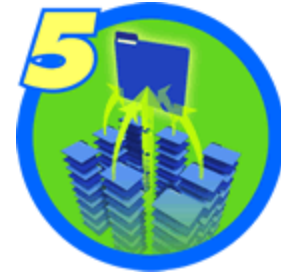
Criteria	Not Yet (0)	Yes (1)
I have used an appropriate organization strategy. Circle One: Jigsaw/Sorting/Outline/Concept Map		
I have organized my information around topics and subtopics using my organization strategy.		
I have enough supporting evidence to answer/solve my information problem.		
I have included information from the required sources.		

✓ *Measured*

Synthesis - 5.2 Present the information.

Performance Rubric

Criteria Gr. 9-10	Novice	Nearing Proficient	Proficient	Advanced
create a product that presents findings	a. choose the medium for presentation regardless of audience	a. choose the appropriate medium for presentation with some consideration of audience	a. choose the appropriate medium for presentation based on audience	a. choose a unique medium for presentation that clearly considers audience
	b. create original product to meet minimal task requirements.	b. create original product to meet most task requirements	b. create original product that meets all task requirements	b. create high quality original product that meets all task requirements

✓ **Measured**

Synthesis - 5.2 Present the information.

Formative Assessment: Student-generated evidence

Presentation Readiness Checklist	Not Yet (0)	Yes (1)
I have identified the audience.		
I have completed each of the assignment requirements:		
Length: no more than 15 minutes		
Format: PowerPoint presentation /video		
Catchy Title: _____		
Transitions for each section		
Satisfying Conclusion		
Source Credits Complete		



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REPORT CARD				
GRADING PERIOD	1	2	3	4
READING				
WRITTEN COMMUNICATION	A			
MATHEMATICS	A			
SCIENCE/HEALTH	C			
SOCIAL STUDIES	B			
ART	B			
MUSIC	A			
PHYSICAL EDUCATION	A			
INFORMATION LITERACY	C			
	B			
Grade Average	B			
Attendance:	48			
Present	8			
Absent	1			
Tardy				

A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement
 U = Unsatisfactory • I = Insufficient / Incomplete

Student: _____ Grade: _____ Year: _____



Audience

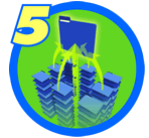


Options



Synthesis - 5.1 Organize from multiple sources.

✓ **Reported**



Organization Check-log	No (0)	Yes (1)	Reflection
I have used an appropriate organization strategy. Circle One: Jigsaw/Sorting/Outline/Concept Map			3= I did a terrific job. 2 = I did a satisfactory job. 1 = I need to do a much better job.
I have organized my information around topics and subtopics using my organization strategy.			3= I did a terrific job. 2 = I did a satisfactory job. 1= I need to do a much better job.
I have enough supporting evidence to answer/solve my information problem.			3= I did a terrific job. 2 = I did a satisfactory job. 1 = I need to do a much better job.
I have included information from the required sources.			3 = I did a terrific job. 2 = I did a satisfactory job. 1 = I need to do a much better job.



Synthesis - 5.2 Present the information.

Presentation Reflection Check-log	No (0)	Yes (1)	Reflection
I have identified the audience.			3 = I did a terrific job. 2 = I did a satisfactory job. 1 = I need to do a much better job.
Format: PowerPoint presentation /video			3 = I did a terrific job. 2 = I did a satisfactory job. 1 = I need to do a much better job.
Transitions for each section			3 = I did a terrific job. 2 = I did a satisfactory job. 1 = I need to do a much better job.
Satisfying Conclusion			3 = I did a terrific job. 2 = I did a satisfactory job. 1 = I need to do a much better job.
Source Credits Complete			3 = I did a terrific job. 2 = I did a satisfactory job. 1 = I need to do a much better job.

Audience: Parents and Significant Adults

✓ **Reported**



Sample Message for March

Dear Parents/Guardians:

During the month of March, your student will be working on a variety of projects and assignments. As part of each project, we will be focusing on Stage 5 of the Big Six information problem solving model: Synthesis. You can help reinforce these skills by asking them questions that relate to:

5.1 Organize from multiple sources.

5.2 Present the information.

The chart in this message details the skills students will practice and some questions you can ask to help students be successful as they complete assignments and projects.

Please contact me if you have any questions.

Sincerely,
Mrs. Bartow

9 th Grade Students will be able to:	Questions to Ask
Efficiently organize information	<p>How did you organize your information?</p> <p>Does your assignment meet the requirements for organization and amount of information?</p> <p>Did you credit the sources that you actually used in the assignment?</p>
Create original writings, speeches, models or other presentations	<p>What does your final project/assignment look like?</p> <p>How long does it take to present?</p> <p>Do you have all of the materials you need to create the final project?</p>

How you report is as important as what you are reporting.

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
INFORMATION LITERACY	B			
Grade Average	B			
Attendance:	Present	48		
	Absent	0		
	Tardy	1		
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student: _____ Grade: _____ Year: _____				

Do your current reporting methods clearly communicate

- criteria for success?
- evidence of learning?
- current status?

▼ Big6 by the Month

AUGUST - Foundation

SEPTEMBER - Overview

OCTOBER - Task Definition

NOVEMBER - Information
Seeking Strategies

DECEMBER - Location &
Access

JANUARY - Use of
Information

FEBRUARY - Revisit and
Reflect

MARCH - Synthesis

APRIL - Evaluation

MAY - Culminating Activities

The Team

News & Posts

Files

Benchmark Dates

Sitemap

Join Our Discussions



Participate:

Google Site

[*http://sites.google.com/site/big6xthemonth*](http://sites.google.com/site/big6xthemonth)

Google Discussion Group

[*http://groups.google.com/group/b6month*](http://groups.google.com/group/b6month)

Useful Links

Big6™ Stage 5: Synthesis



The Big 6 Associates, LLC <http://www.big6.com>

“PowerPoint for Notetaking” by Mike Eisenberg

http://big6.com/media/presentations/PowerPoint%20for%20Notetaking_Eisenberg.pptx

Graphic Organizers <http://www.graphic.org/goindex.html>

“Plagiarism-Proofing Assignments” by Doug Johnson

<http://www.doug-johnson.com/dougwri/plagiarism-proofing-assignments.html>

“Assessment and Rubric Information” by Kathy Schrock

<http://school.discoveryeducation.com/schrockguide/assess.html>

RubiStar sample and customizable rubrics <http://rubistar.4teachers.org/>

Empower Students Through Self-Assessment <http://aasl11harada.wikispaces.com/Resources>

Interactive online citation generators: see the Google site <http://sites.google.com/site/big6xthemoth>